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ABSTRACT

To promote and assist the development of quality state and local occupational education programs, and to help assure accountability of federal and state funds allocated to local programs, the Illinois Division of Vocational and Technical Education launched a 3-phase evaluation study of its existing system. Visitations were made to 71 Local Education Agencies including comprehensive high school districts, area vocational centers, and community colleges. Evaluations were made with respect to the total program's local setting, resources, and limitations. This report is organized around these eight major areas of concern: (1) administrative organization, (2) personnel, (3) objectives, (4) evaluation, (5) occupational programs, (6) resources utilized, (7) guidance services, and (8) students served. Conclusions, recommendations, and suggested actions are presented separately for each area. An appendix containing data samples is included. (SN)

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Composite EVALUATION REPORT FOR Occupational Education in the State of Illinois Fiscal Year 1972

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PREFACE

This report presents the status of occupational education in the State of Illinois with recommendations and suggested actions for improvement, and is directed toward Local Education Agencies, State Education Agencies, and universities. The report was composed by twenty-six individuals who were responsible for leading the seventy-one evaluation teams during the 1971-72 school year in consortium with the Program Approval and Evaluation Unit staff of the Illinois Division of Vocational and Technical Education. The team leaders assembled for three days to synthesize a massive collection of data, as well as personal evaluation experiences, into this final product. The data which was utilized included results of questionnaires administered to over six thousand students and approximately two thousand local district personnel, information from Local District One and Five Year Plans for Vocational and Technical Education, school and community data forms, and questionnaires completed by team leaders.

The efforts of the team leaders, culminating in this report, were to provide a document useful to the many agencies striving to improve occupational education in the State of Illinois.

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INTRODUCTION

A system designed to evaluate occupational programs throughout Illinois was initiated by the Division of Vocational and Technical Education during the 1971-72 school year. The evaluation system, entitled, "The Three Phase System for Statewide Evaluation of Occupational Education Programs," had three major goals:

1) To promote and assist with the development of quality occupational education programs at the local level.

2) To provide the Division of Vocational and Technical Education with data upon which better state-wide planning of occupational education programs can be based.

3) To help assure accountability of Federal and State funds allocated to local occupational education programs.

During this first year, visitations were made to 71 Local Education Agencies (LEA's). These included comprehensive high school districts, Area Vocational Centers, and Community Colleges. On-site evaluation teams were made up of occupational instructors, business and industrial representatives, students, local district administrators, and university personnel. A total of approximately five hundred individuals served as team members in these 71 evaluations.

Each on-site evaluation focused on a district's total occupational education program, evaluated with respect to its local setting, local resources, and local limitations. Programs were not compared from district to district, but were evaluated in terms of their own potential and capacity for improvement in their given situation. To guide the teams in procuring evaluative information, the important factors contributing to the success of occupational programs were categorized into eight separate areas of concern: Administrative Organization, Personnel, Objectives, Evaluation, Occupational Programs, Resources Utilized, Guidance Services, and Students Served. The visitation interviews, discussions and reports focused on these areas.

The status report presented herein, directed toward local education agencies, State Education Agencies (DVTE and OSPI) and universities, is organized around the eight areas of concern; with Conclusions, Recommendations and Suggested Actions presented for each area. This final report was prepared by the twenty-six individuals who were responsible for leading the 71 evaluation teams during the 1971-72 school year. These team leaders assembled in a workshop setting for three days, with the major task of synthesizing local evaluation reports, summaries of collected data, and their personal experiences as evaluators into a report which could be utilized in future planning by the previously mentioned agencies.

GENERAL CONCLUSIONS

The Vocational Education Act of 1963, and the subsequent Amendments of 1968, provided direction for needed changes in occupational offerings. The major change entailed de-emphasis of traditional program areas and increased emphasis on student needs, interests, and abilities. Occupational educators in the State of Illinois are to be commended for embracing the 1968 Amendments and for making major strides in implementing needed change.

Since local education agencies have been made responsible for planning programs and services, impressive improvements in occupational programs have been seen. Moreover, local autonomy has involved a variety of school and community personnel in planning, implementing, and evaluating local programs.

Changes visible throughout the state since the passage of the 1968 Amendments include expansion of program offerings for students, revision and improvement of existing programs, mushrooming enrollment in elementary occupational information programs, and expanded secondary and post-secondary enrollments in occupational programs. Also seen were additions of occupational staff, now allotted both the position and the time for thoughtful administration of locally directed occupational programs. Increased use of area vocational centers and joint agreements between districts now provide expanded program opportunities to students. These and other over-all changes were revealed in the evaluation of local districts during the 1971-72 school year.

Eight Areas of Concern

More specific conclusions were drawn from the 71 districts evaluated during tne 1971-72 school year, as they pertained to the eight areas of concern dealt with during the on-site evaluations.

Administrative Organization. There appears to be a high level of support for occupational education by local governing boards. The restructuring of local agencies to facilitate program planning and administration, the employment stability of administrative personnel, substantial increases in programs offered, and increases in numbers of students served are a few examples which made evident the widespread support for occupational education.

Personnel. Ratings of professional personnel throughout the state were high for work experience, in-service experience, and knowledge of the world of work. Personnel also rated high on staff relations and rapport with students.

Objectives. Emphasis on development and utilization of measurable objectives has increased vastly over the past two years. The State Agency's emphasis on measurable objectives has stimulated similar emphasis in local education agencies. Although many local education agencies have yet to establish clearly stated, concrete program objectives, over 75% of the districts evaluated reported that objectives exist for most courses. Still, the development of measurable objectives for both total and specific programs must be expanded and coordinated in local districts throughout the state.

Evaluation. Like objectives, evaluations in local education agencies have been spurred by the State Agency. Evaluation was the area most criticized in districts evaluated during the 1971-72 school year. However, there is widespread concern for evaluation and willingness to conduct regular local evaluations. The State Agency should offer leadership in the planning and direction of local evaluation systems, the development of materials, and the coordination of in-service training.

Occupational Programs. From 1969 to 1972, occupational offerings in Illinois have greatly increased. However, state and local agencies have failed to adequately forecast and interpret manpower, technological and population trends for program planning. Utilizing this information, both local and state agencies should be willing to implement new programs, modify existing programs, and eliminate ineffective programs.

Resources Utilized. The 1971-72 evaluations identified a correlation between effective advisory committees and quality occupational programs. Fifty-nine percent of the schools evaluated have one advisory committee for all occupational areas. Most schools use in-school and out-of-school resources wisely to conduct occupational programs, exploiting a wide range of possibilities.

Guidance Services. The pre-service and in-service orientation of guidance personnel to occupational counseling is less than adequate. Students and occupational teachers, recognizing this deficiency, gave low ratings to counselors' knowledge of the world of work. Like objectives and evaluation, guidance services should be singled out for improvement.

Students Served. Most schools evaluated during the 1971-72 school year were rated quite high in serving the needs of individual students. This and the massive increase in student enrollment speak well for occupational educators' commitment to honor the intent of the 1968 Amendments. Evaluations also revealed that over 90% of evaluated schools have one or more clubs for occupational students. Clubs have been a vital part of occupational education for decades and should be fostered in the future.

Statewide Evaluation

A multi-faceted program such as the occupational education program in Illinois must be coordinated and articulated. The Three Phase Evaluation System is a useful tool for coordinating planning, evaluation, and setting of priorities for occupational education. An equally important function of the evaluation system is the gathering and coordinating of data regarding strengths and weaknesses of the statewide planning system. Ultimately, the goal of the evaluation system is the improvement of occupational education. Achievement of this goal requires open and frank assessment of program characteristics, identification of needed improvements, and careful establishment of priorities for allocating resources.

The vast changes which have occurred since the 1968 Amendments indicate that educators throughout the state are committed to fulfilling the occupational education needs of the citizens of Illinois. No single group or agency can satisfy present and future needs. A concerted effort must be made by many public agencies--the Illinois Division of Vocational and Technical Education, the Board of Higher Education, the Office of the Superintendent of Public Instruction, local education agencies, and others. These agencies must continually strive to meet the need for viable occupational programs.

The Division of Vocational and Technical Education and local agency personnel are to be commended for sincere involvement in evaluation, complete openness, and willingness to examine programs to improve occupational education in the state of Illinois. The remaining pages of this report present conclusions, recommendations, and suggested actions for each of the eight areas of concern.

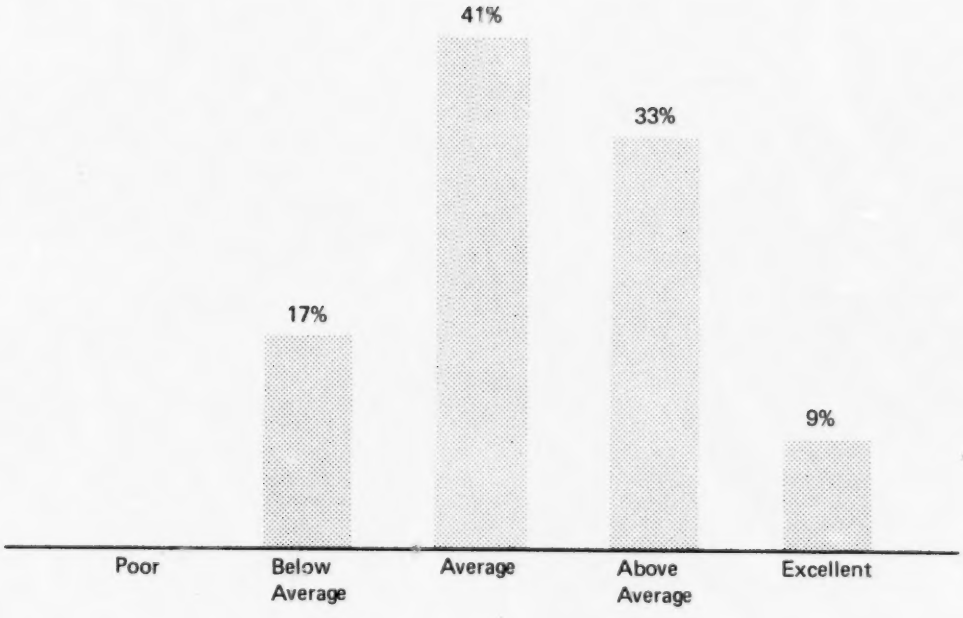
CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTED ACTIONS

The following pages present the conclusions of the 1971-72 evaluations. Recommendations for improvement of occupational education in Illinois are based on evaluations of approximately fifteen percent of Illinois local educational agencies which offer occupational programs. Findings and Recommendations have been categorized according to the eight areas of concern, with a rating chart preceding each section. A composite of all LEA's, this rating chart or histogram is based upon comparisons of each local agency's program to its own local potential for serving individuals. The degree to which that potential was being achieved was rated by the evaluation teams as either excellent, above average, average, below average, or poor. The histograms presented herein are included to give the reader an overview of the strongest and weakest areas of concern in schools throughout the state of Illinois.

Suggested actions within each section of the report have been directed to four audiences, although the actions may have implications for other audiences. The following legend clarifies abbreviations which are used to address suggested actions to a specific audience.

LEA- All local educational agencies in Illinois
DVTE- Division of Vocational and Technical Education
OSPI- Office of the Superintendent of Public Instruction
U- Universities offering pre-service and in-service programs for occupational education personnel

Administrative Organization



Percentage of evaluated districts within each rating category. Ratings based upon the achievement of the district's program compared with the team's perception of their local potential for achievement.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
ADMINISTRATIVE ORGANIZATION	1. Change of emphasis from vocational subject matter areas to individual student needs was heralded by the Vocational Act of 1963 and its subsequent amendments. The restructuring of administrative services throughout the state evidenced the Act's impact on occupational education leadership. 2. There is stability in occupational leadership in Illinois, evidenced by the fact that 83% do not desire a new position. 3. Although historically there has been a statewide tendency to administer occupational subject matter areas by departments, the trend is toward unifying departments into a program of occupational education to facilitate better communication, planning, evaluation, etc.	1. Identify exemplary approaches to administrative organization throughout the state. 3. Emphasis needs to be placed upon the total occupational education program rather than upon individual program areas.	1 (LEA,DVTE,OSPI) Study organizational patterns of institutions, and establish exemplary occupational education programs which possess outstanding administrative structures. 3. a. (LEA) Administrative organization should not limit administrators, instructors and counselors to one occupational program area; concerns and responsibilities should be broadened. In-service workshops on topics such as evaluation, objectives, needs surveys, curriculum development, resources available, and teaching methods and techniques should cross departmental lines. b. (LEA,DVTE,U) Innovative methods and techniques which cut across occupational program areas should be encouraged. c. (DVTE) DVTE emphasis on the total occupational program needs to be continued and strengthened through literature and workshops involving all program areas, people, counselors and administrators. d. (U) College-level courses such as methods and techniques, history and philosophy, etc., should be taught in a unified approach rather than in separate departments.

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
ADMINISTRATIVE ORGANIZATION (cont'd)	4. Local Boards of Education were generally assessed as being supportive of occupational programs.		
	5. Evaluation reports evidenced good working relations between occupational instructors and administrative personnel in the schools evaluated.		
	6. Restructuring of occupational administrative services has emphasized program planning efforts; however, there is a lack of total involvement of all district occupational personnel in this effort.	6. Administrative personnel should take leadership roles in involving all personnel in program planning.	6. It is the responsibility of the administration to involve all personnel in program planning. a. (LEA) Conduct district meetings, in-service workshops, and other local activities to involve all personnel in the planning of programs. b. (DVTE) Continue sub-regional workshops and expand to train occupational personnel in the planning of programs. c. (U) Provide performance-oriented activities to give local occupational personnel experience in planning programs.
	7. Administrative structures do not typically include the responsibility for occupational program development in K-8.	7. More emphasis should be placed upon further development of K-8 occupational information programs.	7. a. (LEA) A local person should be identified to assume leadership in developing occupational information programs. b. (LEA) Encourage elementary personnel to become more familiar with the world of work through work experience, field trips, advisory committees, etc. c. (OSPI) K-8 occupational information programs should be included as criteria in OSPI's Recognition and Supervision process.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
ADMINISTRATIVE ORGANIZATION (cont'd)	7 continued.	7 continued.	7 continued. d. (DVTE,OSPI) DVTE and OSPI should increase financial resources for K-8 occupational information programs. e. (DVTE,OSPI) Coordinate DVTE and OSPI efforts by designating an individual to assume leadership for development and delivery of K-8 programs. f. (U) Elementary pre-service programs should provide prospective teachers with the competencies necessary for teaching K-8 occupational information.
	8. Effective communication channels appeared to be an important aspect of successful occupational programs; however, many programs are in need of improvement.	8. Promote greater visibility of all aspects of the occupational program.	8. (LEA) Inform all educational personnel (board of education, administrators and instructional and supportive staff) of occupational program activities via a. Periodic Board of Education reports. b. Newsletters c. Staff meetings d. Memoranda e. Talks by employers of former students.
	9. While ninety-nine percent of the local administrators have at least a Master's degree, there is reason to believe that fewer demonstrate the competencies required to administer a strong occupational program.	9. Identify ways and means to develop the competencies needed to administer occupational programs.	9. a. (LEA) Develop a job description for each occupational administrator. b. (LEA) Utilize existing business and industrial leadership development programs and other resources for the professional development of occupational administrative personnel.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
ADMINISTRATIVE ORGANIZATION (cont'd)	9 continued.	9 continued.	9 continued. c. (LEA) Utilize external consultant services for development of personnel. d. (DVTE) Schedule a series of year-around, in-service workshops for practicing occupational administrative personnel. e. (DVTE) As a result of the on-site evaluations, DVTE should identify and solicit occupational administrative personnel for participation in instructional leadership development experiences. f. (DVTE,U) Maintain and increase financial support for the development of pre-service and in-service, competency-based programs which train administrators in the administration of occupational education programs. g. (U) Universities should restructure current administrative training programs. Individualized curricula should be designed to equip occupational personnel with competencies required. Continue leadership development programs which were funded during the 1971-72 school year.
	10. Many occupational administrators appear to be oriented more toward accomplishing daily tasks than toward long-range management and planning.	10. Occupational administrators need to become management oriented.	10. a. (LEA) Assign the local occupational administrators the responsibility to establish a management system for occupational programs in their district. b. (LEA) Provide the local administrator with the necessary human and fiscal resources to carry out managerial responsibilities.

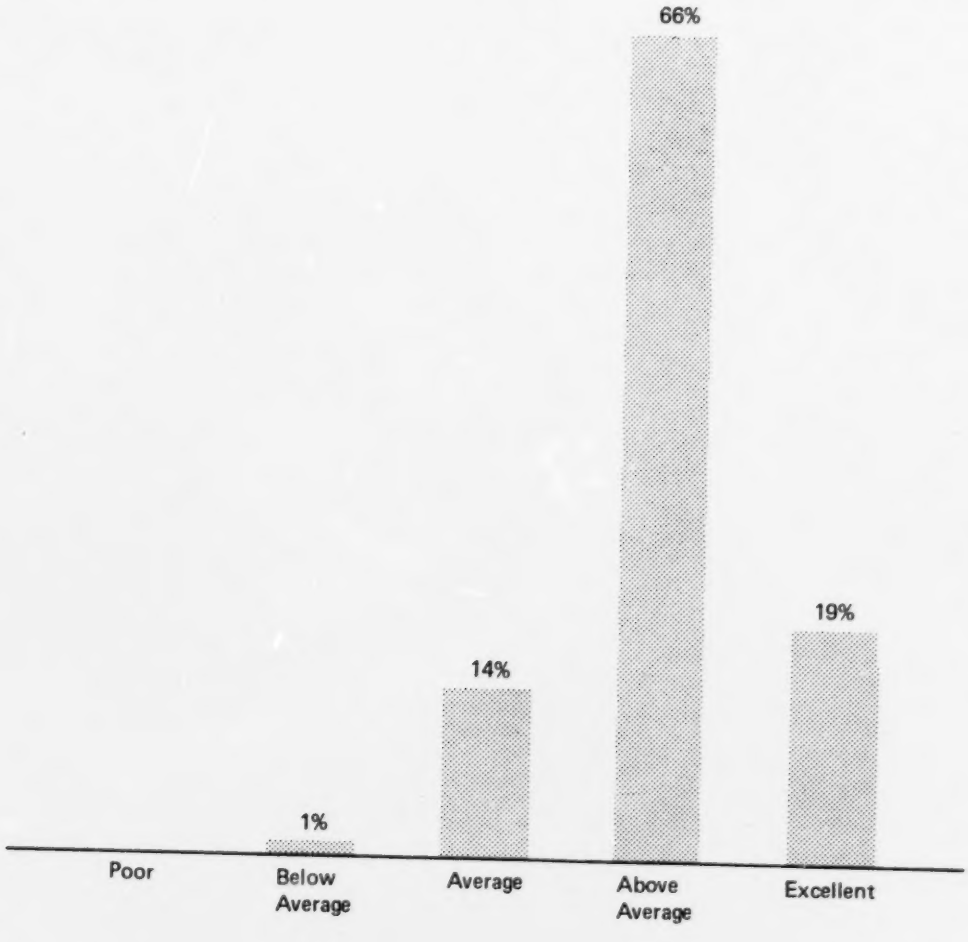
CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
ADMINISTRATIVE ORGANIZATION (cont'd)	10 continued.	10 continued.	10 continued. c. (DVTE) Develop management systems which might serve as models for LEA's. d. (U) Universities should provide administrative personnel with competencies in program management.
	11. Most local occupational administrators are poorly equipped to organize formal, locally directed evaluation techniques.	11. Seek external assistance in developing formal evaluation techniques, and use them for self evaluation.	11. a. (DVTE) DVTE should provide workshops and materials for local personnel, to illuminate self evaluation techniques. b. (U) Leadership development programs should incorporate competencies in evaluation techniques.
	12. Administrators do not appear to make use of potential resources for program planning.	12. Exert maximum effort to incorporate all available resources in program planning.	12. a. (LEA) Conduct formal follow-up studies of graduates. b. (DVTE) Implement the Illinois Occupational Curriculum Project materials (IOCP). c. (DVTE) DVTE should develop a listing of resources available for program planning, and suggest a format for utilizing such resources.
	13. DVTE does not have a formal occupational education Master Plan for Illinois that incorporates all delivery systems for occupational program development in local school districts.	13. In cooperation with local schools, DVTE should develop a plan which accounts for demographic, geographic, and economic variables for systematic program development.	13. a. (LEA) School districts should assess local financial support and consider the economic feasibility of joint efforts among other districts within their geographic region. b. (DVTE) DVTE must synthesize all present activities into a systematic plan, designing the most efficient and economic occupational program which will meet the needs of all persons in the state of Illinois.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
ADMINISTRATIVE ORGANIZATION (cont'd)	13 continued.	13 continued.	13 continued. c. (DVTE) DVTE must initiate a Master Plan which includes the systematic development of (1) Area vocational centers (2) Community or junior colleges occupational programs. (3) Comprehensive high school programs. (4) Joint agreements. (5) Public and private agency programs. (6) K-8 occupational information programs. d. (DVTE) Districts which have exemplary K-14 articulated occupational programs should be identified and funded as demonstration centers for others to view.

Personnel



Percentage of evaluated districts within each rating category. Ratings based upon the achievement of the district's program compared with the team's perception of their local potential for achievement.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
PERSONNEL	1. The LEA's evaluated during the 1971-72 school year are to be congratulated on their excellent occupational staffs. 98.4% of all schools had a composite rating of "average" or higher on this area of concern; with 18.6% having "excellent" ratings. a. 48% of the administrators, instructors and counselors have three or more years of business or industrial experience. b. 63% of all personnel have a Master's degree or above. c. Only 4% of all personnel have less than a baccalaureate degree. d. 57% of all personnel have attended an occupational education in-service program in the last year. e. 9% of occupational personnel indicated that they held provisional vocational certificates.		
	2. By and large, personnel were not as involved in internal and external school and non-school activities as is professionally desirable.	2. Staff should be encouraged to participate in appropriate school and community activities.	2. a. (LEA) Staff should be involved in appropriate school committees. b. (LEA) Staff should hold membership in and participate in community organizations. c. (LEA) Staff should involve themselves with appropriate trade and professional groups. d. (LEA) Staff should participate in school public relations programs: i.e., speakers bureau and other activities.

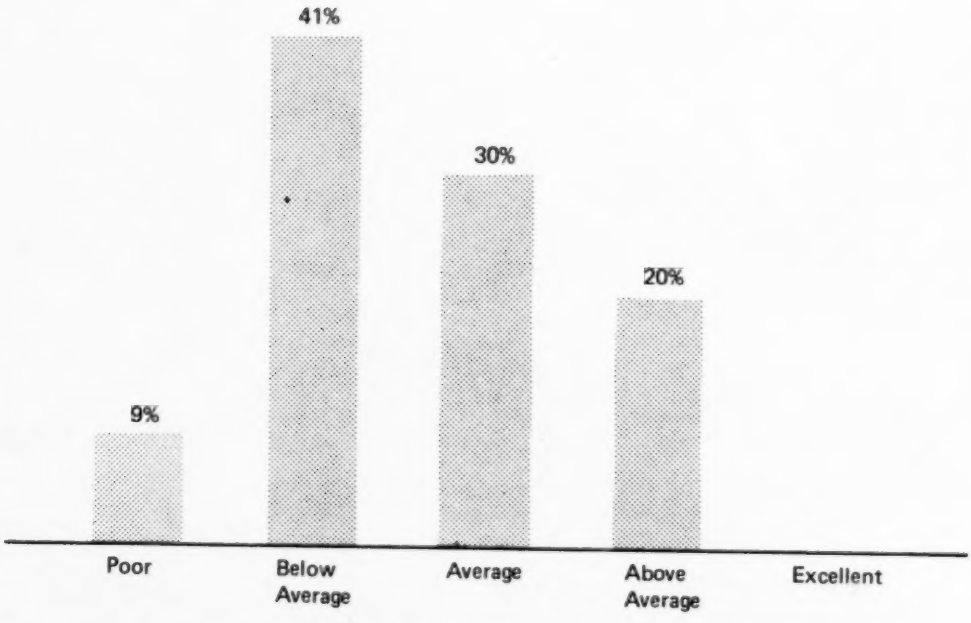
CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
PERSONNEL (cont'd)	3. Occupational instructors were asked to rate working relationships with each other, with administrators, with the business and industrial community, and with academic instructors. On a scale of "above average," "average," or "below average," approximately 96% felt that relationships were "average" or above.		
	a. In general, on-site interviews confirmed that positive working relationships exist between the business and industrial communities and the occupational staff.	a. Staff should maintain and expand these positive relationships.	a. (LEA) Exchange days for teachers, employer appreciation banquets, etc., should be encouraged.
	b. In general, on-site interviews confirmed that positive working relationships exist among occupational staff.	b. Continue this positive relationship.	
	c. In general, the on-site interviews confirmed positive working relationships between occupational staff and administrative personnel.	c. Administrators should continually involve staff in the decision-making process. This will encourage such positive working relations.	
	4. On-site interview data indicated that excellent rapport existed between teaching staff and students in occupational programs. This was also substantiated by responses obtained from student questionnaires.	4. Staff should continually work to establish and maintain rapport with students.	4. (LEA) Club sponsorship, field trips, and student representation on advisory committees should be encouraged.
	5. In general, the staff viewed the local boards of education as supportive of occupational education.	5. Continue efforts to expand Board support of occupational programs.	5. (LEA) Consider utilization of a periodic report to the Board of Education.
	6. Forty-six percent of the local administrators obtained experience in their field through sources other than formal education.	6. All administrators of occupational programs need to have occupational experience.	6. a. (LEA) Consider exchange days with business and industrial managers. b. (LEA) Periodic internships with business and industrial firms should be considered

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
PERSONNEL (cont'd)	7. While 73% of the staff had participated in an in-service program in the past two years, the experience was primarily related to university course work and non-credit workshops.	7. Expand in-service opportunities to include experiences outside of university courses and workshops.	7. a. (LEA) Relate appropriate in-service training experiences to the world of work via personnel exchange programs with business and industry. b. (LEA) Local boards of education should credit appropriate work experience acquired by staff to advancement on salary schedules.
	8. On-site interviews indicate the need for improved communication between occupational and non-occupational instructional personnel.	8. Improve communication.	8. a. (LEA) Occupational and non-occupational faculty should be encouraged to cooperate in the development of both academic and occupational units of instruction. b. (LEA,DVTE) Publications such as the Illinois Career Education Journal should be distributed to occupational and non-occupational personnel. c. (LEA,U) Centralized curriculum committees should be established with representatives from both occupational and non-occupational staffs. d. (DVTE,U) State supportive multi-disciplinary conferences should be conducted to provide learning experiences for occupational and non-occupational program instructors.

Objectives



Percentage of evaluated districts within each rating category. Ratings based upon the achievement of the district's program compared with the team's perception of their local potential for achievement.

CONCLUSIONS AND RECOMMENDATIONS

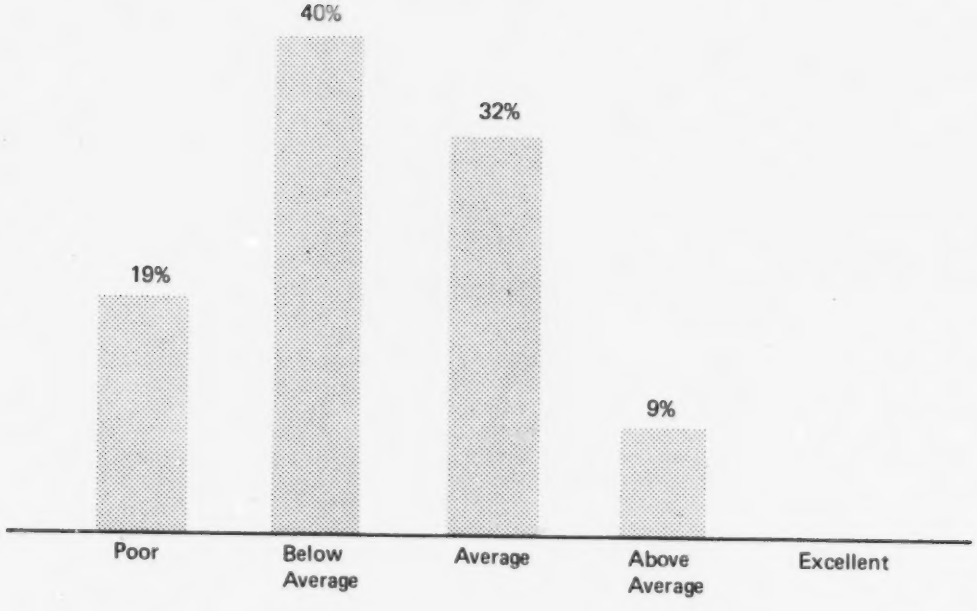
PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
OBJECTIVES	1. While all districts are required to have stated total program objectives, only about one-half of the personnel concerned with occupational programs are aware of these objectives.	1. Knowledge of total program objectives should be acquired as staff participate in the development of these objectives.	1. a. (LEA) Involve community representatives and all school personnel serving occupational students in the development of total program objectives. b. (LEA) Provide orientation to program and instructional objectives for new advisory committee members. c. (LEA) Provide all occupational teachers with a copy of individual and total program objectives, and encourage continuous input for up-dating. d. (LEA) The local occupational administrator should provide staff with a continuous flow of information concerning the district's progress toward achieving stated objectives.
	2. Very few individual occupational programs (Industrial Oriented, Personal and Public Service, etc.) have clearly defined program objectives.	2. Every occupational education program should have program objectives which are stated in measurable terms and which are periodically evaluated.	2. a. (LEA) A concerted effort should be made by the person in charge of occupational education, departmental staff members, and advisory committee members to develop program objectives. b. (LEA) Each district should form a local committee whose charge is the review of all objectives. The committee should make recommendations for revision to the total occupational program staff on an annual basis. c. (U) No student should graduate from a university teacher education program without demonstrated competency in the development of individual program objectives.

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
OBJECTIVES (cont'd)	3. Most occupational education courses have specific course objectives. 80% of faculty members in the districts evaluated report that specific course objectives have been developed for most occupational courses.	3. Every occupational education course should have objectives which are stated in measurable terms and which are periodically evaluated.	3. a. (LEA) Each occupational education instructor should submit written course objectives to the local occupational director for each course the instructor teaches. If more than one instructor teaches a given program, then all instructors should cooperatively develop their program objectives. b. (LEA) Involve local advisory committees in the development of course objectives. c. (LEA) Objectives should be periodically reviewed and revised by staff and advisory committee members. d. (LEA) District-wide staff in-service programs should be initiated to develop staff competencies in writing measurable objectives. e. (DVTE) DVTE should establish a formal system to guide local district occupational education personnel in the development of appropriate objectives. Such a system could include regional workshops, distribution of instructional materials, and individual assistance from DVTE consultants.
	4. Although objectives exist to some extent at each level (i.e., total program, individual program and course objectives) they have not generally been coordinated or articulated at each level.	4. The highest degree of articulation between total program, individual program and specific course objectives is recommended.	4. a. (LEA) Each district should implement a system for the development of articulated objectives, utilizing instructional staff and advisory committee personnel. b. (DVTE) DVTE should disseminate materials related to the development of articulated total program , individual program , and specific course objectives (e.g. IOCP materials).

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
OBJECTIVES (cont'd)	5. Very few specific course, individual program, or total program objectives are stated in measurable terms.	5. Develop measurable objectives for programs and instruction at all levels.	5. a. (LEA) Use half-day institute days, or other available time slots, to accommodate in-service training for staff in the writing of program and course objectives. b. (LEA,DVTE) Mager's Preparing Instructional Objectives, Popham and Baker's Establishing Instructional Goals, the IOCP, and other materials helpful to the development of program and course objectives should be made available to occupational education instructors. c. (LEA,DVTE,U) When needed, local districts should seek consultant help in this area from DVTE, university personnel, and qualified personnel from districts with exemplary programs. d. See Suggested Action 3c, above.

Evaluation



Percentage of evaluated districts within each rating category. Ratings based upon the achievement of the district's program compared with the team's perception of their local potential for achievement.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
EVALUATION	1. Increasing concern for evaluation has been demonstrated by local school personnel and community representatives.	1. Coordination, assistance, and direction should be provided to the local educational agency to improve the evaluation activities and to gain greater efficiency.	1. a. (LEA) The local administration should initiate and improve coordination, and provide directed activities which will effectively capitalize on the increased interest in evaluation shown by local personnel.
	2. Local school personnel need assistance if they are to acquire the techniques and competencies necessary to generate and maintain strategies for systematic evaluation.	2. Local school personnel should seek to acquire the knowledge, techniques and competencies necessary to establish and maintain locally directed evaluations.	2. a. (DVTE) The DVTE Program Approval and Evaluation Unit and the Professional and Curriculum Development Unit should provide more assistance to local school personnel, to help them acquire the competencies necessary to establish and maintain locally directed evaluation programs. b. (DVTE) Statewide dissemination of the IOCP materials (particularly the "Evaluation" volume) should be accomplished.
	3. Impetus in developing local educational agency (LEA) evaluation systems and using their results is badly needed.	3. Each LEA should develop and use a locally directed evaluation system to improve the total occupational education program in the local district and to ensure its accountability.	3. a. (LEA) The LEA should involve staff, students, trainers of cooperative education students, employers of graduates, advisory committee members, lay citizens, and board members in the development of their evaluation system. Tested and accepted procedures, as outlined in the IOCP project, DVTE's Three-Phase System, or elsewhere, should be studied. b. (LEA) Conduct locally directed evaluations on a continuous basis. c. (LEA) Disseminate findings of evaluations and discuss with all groups concerned.

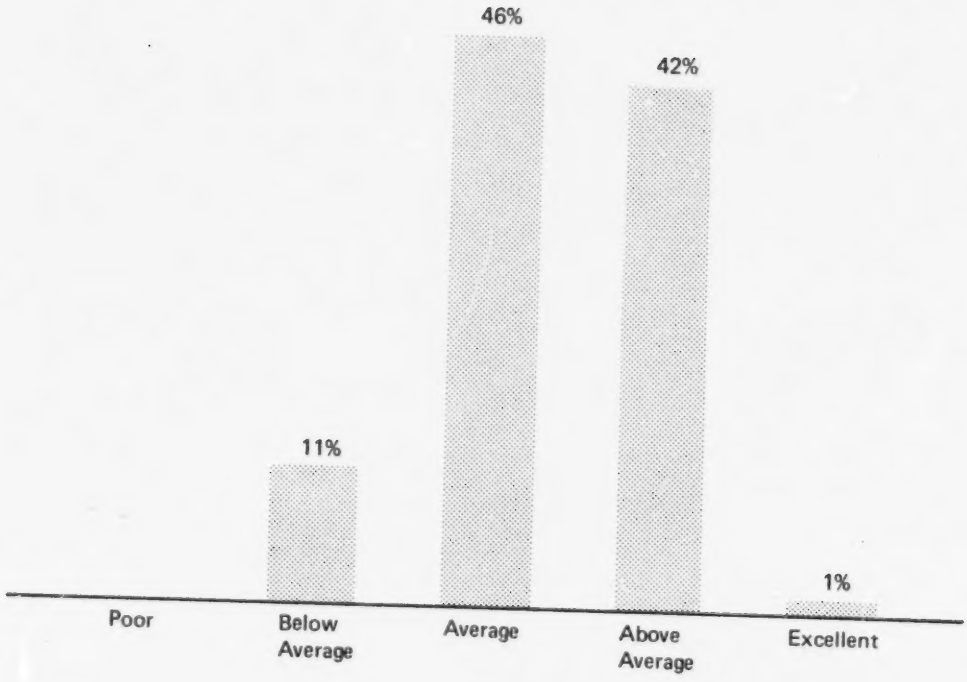
CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
EVALUATION (cont'd)	3 continued.	3 continued.	3 continued. d. (LEA) Implement changes indicated by the evaluation results. e. (LEA) Make the information secured through the self-evaluation available to DVTE on-site evaluation teams prior to their arrival.
	4. Although DVTE has developed and piloted a statewide system of evaluation, models for locally directed evaluation systems have not yet been developed or disseminated.	4. DVTE should assist local educational agencies with the development of a self-evaluation system.	4. a. (DVTE) Institutions in each of the educational regions of the state should be designated as model institutions for evaluation, with consulting service and compensatory funding provided by the state. These institutions could thus be used as demonstration centers for other districts. Model institutions could utilize the following devices: (1) follow-up surveys (2) community need surveys (3) student interest surveys (4) employer need surveys (5) outside agency evaluations (6) others (see 6b below) b. (LEA) Set up procedures to disseminate information on pilot projects within each region. c. (DVTE) DVTE should make outlines of suggested self-evaluation systems (IOCP materials and other acceptable models) available to the LEA.
	5. Institutions for professional development have not provided training in conducting locally directed evaluations. This is evidenced by the lack of formalized systems at the local level.	5. Universities should provide practicing and prospective teachers with in-service and pre-service direction in the development and use of evaluation procedures and techniques.	5. a. (U) Universities should provide prospective educators with competencies in the development and use of evaluation systems.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
EVALUATION (cont'd)	5 continued.	5 continued.	5 continued. b. (U) Conduct field service activities to provide teachers with in-service training in the use of evaluation systems.
	6. The areas of Objectives and Evaluation are inherently related. Evaluations should be based upon objectives. Activities in these two areas show interdependency in the recommendations and suggested actions of the evaluation reports, and in similar low ratings on the program performance profile.	6. a. Pre-service and in-service activities provided to all persons and groups should emphasize the relationship between objectives and evaluation.	6. a. (1) (LEA) Provide leadership in the development of competencies in establishing objectives and evaluations. Provide funding of a network for the development, dissemination and demonstration activities. (2) (LEA) Provide experiences for each type of group in developing and using evaluation techniques and procedures (types of data, instruments, analysis, use of).
		b. Reference sources and examples of the development and use of different kinds of evaluation procedures and criteria need to be made available for the use of all concerned.	b. (1) (DVTE) Develop and disseminate evaluation references as a statewide coordinated activity; a possible activity for the Research and Development Unit. (2) (DVTE) Promote use of evaluation references by all groups as as a basis for further development. (3) (DVTE) Organize and summarize all suggested actions from evaluation reports, making them available to DVTE staff, local schools, and institutions of higher education.

Occupational Programs



Percentage of evaluated districts within each rating category. Ratings based upon the achievement of the district's program compared with the team's perception of their local potential for achievement.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
OCCUPATIONAL PROGRAMS	1. There are insufficient numbers of comprehensive occupational information programs at the K-8 level throughout the state.	1. Occupational information should be provided to all students at the K-8 levels.	1. a. (LEA) Elementary administrators should become aware of the need for occupational information and place high priority on working with their staff to implement an appropriate occupational information program. b. (LEA) By using materials, techniques and in-service programs developed by DVTE and the universities (such as Project ABLE, Career Development For Children, OCCUPAC, etc.), local elementary schools should institute appropriate occupational information programs. c. (DVTE) The State Board for Vocational Education and Rehabilitation should continue to provide financial support to occupational information programs at the elementary level d. (DVTE) DVTE should continue efforts to develop curricula at the K-8 level, and to ensure articulation with secondary programs.
	2. There is a need for greater articulation and coordination at all levels of occupational education.	2. A comprehensive, unified program is needed to ensure coordination and articulation of occupational programs.	2. a. (LEA) Instructors, administrators, and counselors at all levels should become familiar with programs at educational levels other than their own. b. (LEA) Committees should be formed in each school system to organize and develop a total sequential K-14 program. This committee should be composed of educators at all levels, advisory committee members and students.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
OCCUPATIONAL PROGRAMS (cont'd)	2 continued.	2 continued.	2 continued. c. (LEA) Staff in-service meetings should be devoted to working on matters which bridge various levels of education (objectives of occupational education, evaluation of programs, etc.) d. (DVTE) DVTE should coordinate workshops to familiarize local personnel with the career ladder concept.
	3. Data is lacking to substantiate the feeling among students that they are receiving job-entry skills; but efforts by the DVTE Research and Development Unit have been initiated to provide needed data.	3. Data relating to job-entry skills is needed.	3. a. (LEA) All occupational teachers should be encouraged to constantly stay abreast of job entry level skills and performance levels necessary to the success of students. To accomplish this task, occupational educators should be urged to (1) Actively communicate with advisory committees and other community personnel. (2) Help to coordinate student placement in cooperative and internship-type activities. (3) Enroll in in-service and refresher programs. (4) Obtain employment in related industrial and occupational areas as time permits. b. (LEA,DVTE) An ongoing system of follow-up procedures and activities should be expanded and given continued support by DVTE staff.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
OCCUPATIONAL PROGRAMS (cont'd)	3 continued.	3 continued.	3 continued. c. (LEA,DVTE) Information identifying students who are completing occupational programs should be made available at the state level so that longitudinal studies of trends and related information may be made and distributed to state and local occupational planners. d. (DVTE) Data from the Research and Development funded statewide follow-up project, and other information received from employers, graduates, teachers and others should be secured, synthesized, and made available to local districts for use in program evaluation and modification.
	4. Most occupational programs seem to be structured in a sequential manner; however, information regarding sequential choices is not being properly communicated to students by the guidance staff.	4. All staff members and students should be made aware of sequential programs.	4. a. (LEA) Occupational staff members and the guidance staff should join together in a series of in-service workshop activities for the purpose of developing an appropriate delivery system. b. (DVTE) To improve the communication of sequential program opportunities, DVTE should develop a system of contract funding for occupational guidance services. c. (U) Teacher training institutions, in cooperation with the local school district, should develop an in-service program for guidance staff.
	5. Many occupational programs analyzed during on-site evaluations were not designed to compensate for individual differences among students.	5. More emphasis should be placed on developing occupational programs which are based upon the individual student's needs, interests and abilities.	5. a. (LEA) Schools should implement counseling and testing programs which will help to define the occupational program needs of students.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
OCCUPATIONAL PROGRAMS (cont'd)	5 continued.	5 continued.	5 continued. b. (LEA) Educators should become acquainted with the teaching strategies, etc., required for various types of students. c. (LEA) Set aside certain sections of classes to meet the needs, interests, and abilities of special groups of students; or cooperate with other schools and agencies in carrying out a similar plan. d. (LEA,DVTE) Occupational programs which do not meet the needs, interests, or abilities of students should be phased out of the curriculum. e. (DVTE) DVTE should continually stress the need for local school personnel to determine the occupational program needs, interests, and abilities of students.
	6. There was not sufficient evidence from on-site evaluations to indicate whether the needs of the nation, as reflected by regional, state, and national surveys of trends, were utilized in determining program offerings by local districts.	6. Occupational programs should be based on the needs of the work force of the nation; as those needs are identified by regional, state and national surveys of trends.	6. a. (LEA) Local school personnel should utilize such data in program planning. b. (DVTE) DVTE should disseminate regional, state and national workforce needs and trends data to schools (perhaps through contracts with the Research and Development Unit).
	7. Few local districts were noted to have concentrated public relations activities for occupational education in their community.	7. An improved system of public relations is needed to provide the community with the aims, objectives, and potential for the local occupational program.	7. a. (LEA,DVTE) LEA's should assign one staff member the responsibility for publicizing occupational programs. DVTE should also assign one person to develop public relations activities.

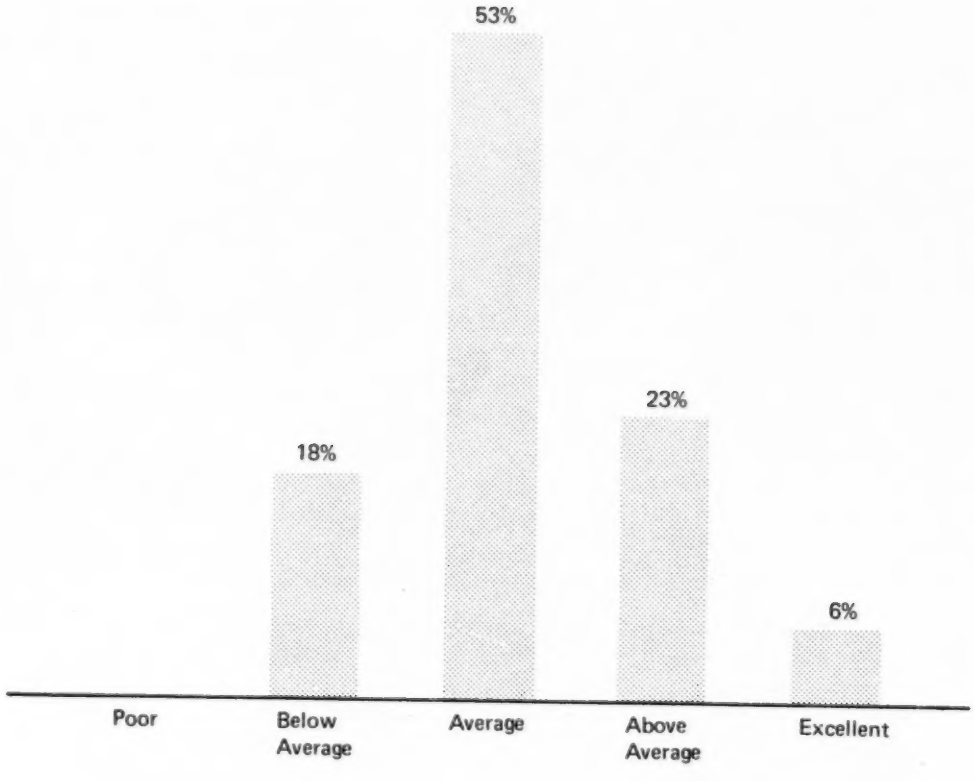
CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
OCCUPATIONAL PROGRAMS (cont'd)	7 continued.	7 continued.	7 continued. b. (LEA) Instructors should provide this person with reports concerning their respective programs. c. (LEA) Methods such as open house, career night, and similar programs should be held by local districts if possible. d. (LEA) Involve advisory committee members in communicating aspects of occupational programs to the community. e. (LEA,DVTE,U) The need for effective communication relating to occupational programs at the local level should be stressed by DVTE and institutions of higher education. f. (LEA,DVTE,U) DVTE and professional occupational organizations (IVA, AVA and affiliates) should send releases about occupational programs and occupational education in general to area newspapers, TV, and radio. g. (LEA,DVTE,U) Parental attitudes and faculty attitudes toward occupational programs require a massive communication effort by DVTE, IVA, local schools, and others.
	8. On-site evaluations have shown that districts vary in meeting the needs of disadvantaged and handicapped students through occupational programs.	8. Review existing programs to see if they are meeting the needs of the disadvantaged and handicapped students.	8. a. (LEA) Instructors should familiarize themselves with target populations of students and the strategies for teaching them. b. (DVTE) DVTE should further define the criteria for identifying disadvantaged and handicapped students.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
OCCUPATIONAL PROGRAMS (cont'd)	8 continued.	8 continued.	8 continued. c. (U) University teacher training courses should address themselves to the preparation of instructors to teach the disadvantaged and handicapped.
	9. Increasingly, post-secondary institutions are attempting to provide continuing education opportunities for adults. De-emphasis of such activities has occurred in many secondary institutions.	9. Emphasis needs to be placed on formalizing comprehensive, unified systems which will provide continuing education opportunities for adults throughout the state.	9. a. (LEA) Post-secondary institutions and secondary schools in each region should work jointly to provide continuing education opportunities for adults. b. (LEA) In parts of the state not served by a community college region, secondary schools must continue to assume the responsibility for providing needed occupational training for adults. c. (DVTE) DVTE should assume a leadership role, insuring that adequate occupational training opportunities are available to adults in all parts of the state.

Resources Utilized



Percentage of evaluated districts within each rating category. Ratings based upon the achievement of the district's program compared with the team's perception of their local potential for achievement.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
RESOURCES UTILIZED	1. Demographic data shows that 59% of the schools evaluated during the 1971-72 school year provide one advisory committee for all occupational areas. This reveals a lack of organization in subject area committees.	1. Initiate advisory subcommittees for all occupational programs.	1. (DVTE) DVTE should strongly encourage local districts to form functional subcommittees for each of the five occupational programs offered by the district to fulfill minimum requirements for program approval.
	2. There is evidence that an extremely low percentage of evaluated schools maintain advisory committee minutes.	2. Advisory committee minutes should be recorded, utilized, and kept on file.	2. (LEA) Minutes and reports of occupational advisory committees should be recorded, distributed, acted upon, and kept on file for future reference.
	3. Demographic data and on-site interviews do not indicate effective utilization of advisory committees.	3. Utilize advisory committees in occupational education programs to better meet the needs of students.	3. a. (LEA,DVTE,U) Provide in-service workshops or activities to familiarize practicing educators with the function of advisory committees, as well as their utilization. b. (DVTE) Identify schools with exemplary occupational advisory committees and utilize them as demonstration centers for other occupational educators. c. (U) Orient all prospective occupational educators to the proper role of advisory committees.
	4. Approximately 4000 students in the districts evaluated were in cooperative education programs. A substantial amount of community resources is utilized in these programs.		
	5. Some evaluated schools appear to utilize a wide range of resources, while others fail to recognize the advantages of available resources for program identification, organization and implementation.	5. Identify local district resources and incorporate them into occupational programs.	5. a. (LEA) District personnel should keep abreast of emerging technology implementing new programs to determine needs, resources, and persons for community involvement.

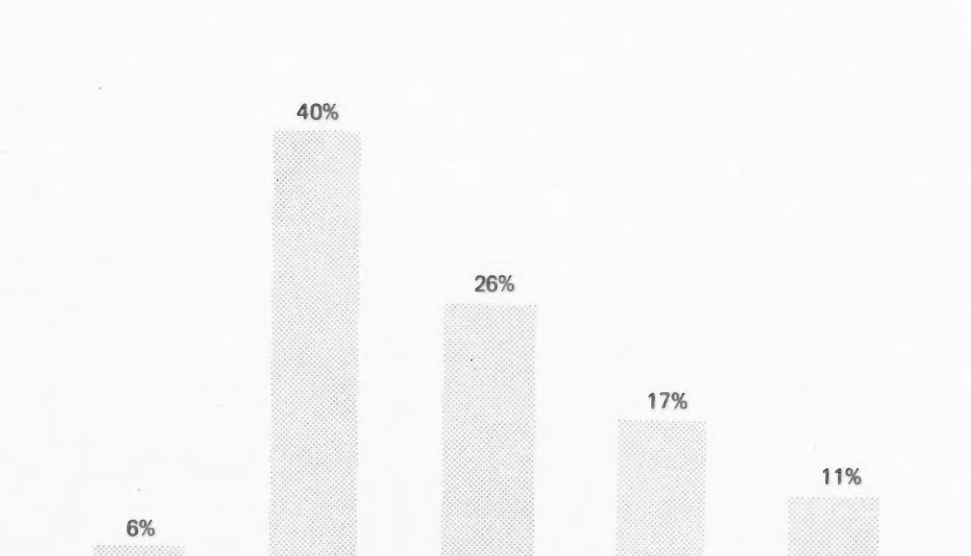
CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
RESOURCES UTILIZED	5 continued.	5 continued.	5 continued. b. (LEA) Districts should set up guidelines for the identification of community training stations to enlarge and broaden career opportunities at the local level. c. (LEA) With the identification of local support, local districts should develop activities conducive to the betterment of occupational programs. Examples - speakers (encourage hands-on presentation, rather than vintage lecture); field trips (utilize occupational funding and multi-media for wider range career and occupational exposure). d. (LEA,DVTE,U) Actively pursue local occupational scholarships, special funding, grants, demonstration equipment, and industrial resource personnel, to enrich student experience and opportunities.
	6. Data reveals that a wealth of internal school expertise is available, but often it remains untapped.	6. a. Provide means of involving personnel in the development of the Local District One and Five Year Plan for Vocational-Technical Education. b. Seek means for greater inter-disciplinary and inter-institutional involvement.	6. a. (LEA,DVTE,U) Involve administration, occupational staff, guidance personnel, students, advisory and industrial representatives, etc., in the preparation and execution of the One and Five year Plan for Vocational and Technical Education. b. (LEA,DVTE,U) Encourage team teaching, career curriculum development, program evaluation, and, in general, solicit input and expertise for greater inter-disciplinary and institutional involvement.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
RESOURCES UTILIZED (cont'd)	7. Learning resource centers, along with other internal resource areas, are experiencing varying degrees of success in their impact on occupational students.	7. Decision makers must commit themselves to structuring the type of environment that is conducive to participation of occupational students.	7. (LEA,DVTE) Assess the effectiveness of present career training resources and facilities, and initiate changes to create a learning environment which will meet current occupational needs of students.
	8. With increased enrollments in occupational education, and the manpower demands of business and industry, it is apparent that funding from both state and federal sources is inadequate.	8. Convince local, state and federal agencies of the urgent need for additional funding.	8. a. (LEA,DVTE,U) Personnel involved in occupational education programs should continually assess the financial resources available to these programs and make existing needs known to those individuals responsible for allocating funds. b. (LEA,DVTE,U) Local district administrators must be made aware that state and federal funds provided for occupational programs are designed to maintain and expand occupational programs--not to supplant local efforts.
	9. Local administrators and staff seeking published material and other resources for decision making are often hampered by a lack of available sources; this often leads to duplicated efforts.	9. Provide a system to inform local administrators and teachers of relevant developments in occupational education.	9. (DVTE) DVTE should develop a system to disseminate information to local administrators and staff which will a. Make known new developments in occupational fields. b. Make available current research, literature, or descriptions of projects in progress. c. Identify available instruction and guidance materials along with their sources. d. Identify local-level resources.

Guidance Services



Percentage of evaluated districts within each rating category. Ratings based upon the achievement of the district's program compared with the team's perception of their local potential for achievement.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
GUIDANCE SERVICES	1. There is a state-wide trend toward serving those students who are not college bound, as well as the college-bound student who has been served heretofore. This trend has been aided by the Local District One and Five Year Plan for Vocational and Technical Education, and the evaluation strategy of DVTE.		
	2. Only 55% of the schools evaluated during the 1971-72 school year were rated by the teams as having "average" or "above average" guidance programs.	2. All agencies should combine their resources to improve occupational guidance services on a state-wide basis.	2. (LEA) Establish a new set of priorities within the area of guidance services, which will better meet the needs of all students.
	3. Successful guidance departments are well structured, and their position in the total school organization is well defined.	3. Clear organizational patterns and a definition of roles should be developed within every LEA.	3. a. (LEA) Each local agency should define the roles of the guidance personnel, and the organizational patterns for the guidance programs. b. (LEA) Occupational guidance should be an integral part of each guidance department.
	4. There is a state-wide need for personnel possessing the competencies necessary to implement comprehensive occupational guidance programs.	4. All agencies should work together to train these needed specialists.	4. a. (LEA,U) Internships within schools with outstanding occupational guidance programs should be developed. b. (DVTE) DVTE should work to establish guidelines which will have impact on certification requirements for occupational guidance specialists. c. (DVTE,U) Workshops should be held to provide guidance personnel with in-service activities in occupational education. d. (U) Universities should provide services to train specialists in occupational guidance.

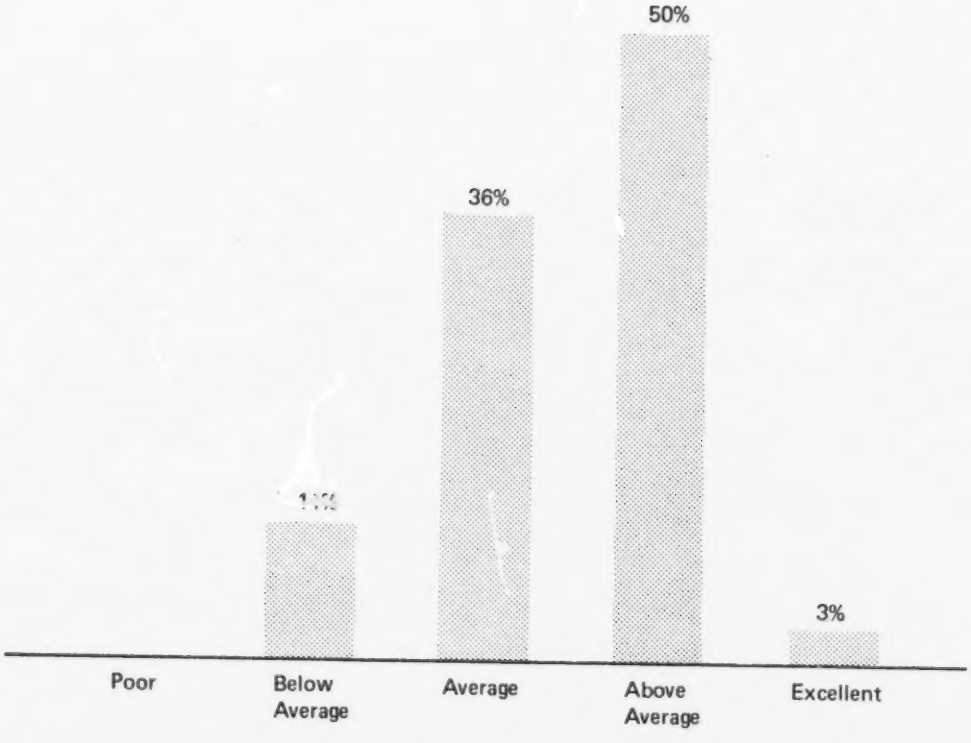
CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
GUIDANCE SERVICES (cont'd)	4 continued.	4 continued.	4 continued. e. (U) Course material and experiences which illuminate the principles of occupational-technical education should be included in the Counselor Preparation Program.
	5. Counselors were generally rated low in their knowledge of the world of work by students and occupational teachers.	5. Provide for opportunities to gain such knowledge.	5. a. (LEA) As conditions permit, qualified occupational guidance specialists should be added to the guidance staffs. b. (LEA) All district staff should provide systematic input into evaluation of guidance services provided to students. c. (LEA) Teachers of occupational programs should periodically share information about programs with guidance personnel. d. (LEA,DVTE,U) Provide for experience programs in business and industry. e. (LEA,DVTE,U) Provide internships in government or corporation personnel departments.
	6. Teachers need both greater understanding of guidance services and greater awareness of how to utilize these services.	6. Develop programs to increase staff awareness concerning guidance services.	6. (LEA,DVTE,U) Teachers and administrators should have pre-service and in-service orientation to guidance functions.
	7. There is a need for more organized occupational information programs at the elementary level.	7. Guidance personnel should become involved at the elementary level.	7. a. (LEA) Counselors should assist elementary teachers in organizing occupational information programs. b. (U) Occupational information and/or occupational education orientation courses should be a part of teacher training programs.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
GUIDANCE SERVICES (cont'd)	8. Systems for matching students to occupational programs are not as well developed as are those matching college bound students to college preparation programs.	8. Procedures for matching students' needs, interests and abilities to occupational programs should be developed.	8. a. (LEA) Career days and other sources of occupational information should be available to occupational students. b. (LEA,U) Schools and colleges should develop and improve upon the use of tests with occupational students. c. (LEA) The guidance staff should strive to build upon the strengths of students, rather than discover their weaknesses.
	9. The development and organization of placement and follow-up programs has only begun.	9. Efforts should be exerted to develop formal placement and follow-up programs as quickly as possible.	9. a. (LEA) All follow-up programs should be coordinated within the guidance department. b. (DVTE) DVTE should work with the universities of the state, as well as the local agencies to develop, implement and staff a regional placement service utilizing federal funds. c. (U) Emphasis should be placed upon training specialists in follow-up and placement.
	10. Guidance staff are generally not involved with advisory committees.	10. Involve guidance personnel in advisory committees.	10. (LEA) Use advisory committees to continually update counselors' knowledge of the world of work, as well as to aid guidance staff in their efforts to meet the needs of occupational students.
	11. Evaluation teams found that counselors were not adequately involved in the identification of the handicapped and disadvantaged students and their needs.	11. Counselors should play a key role in this identification.	11. (LEA) Counselors should use all information available to identify students with special needs, and should assist staff in developing appropriate programs to meet these needs.

Students Served



Percentage of evaluated districts within each rating category. Ratings based upon the achievement of the district's program compared with the team's perception of their local potential for achievement.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
STUDENTS SERVED	1. Most schools evaluated were ranked by their evaluation teams as "average" or "above average" in serving the needs of occupational students.	1. Programs should be developed to serve needs of more of the students who are not now enrolled in occupational education.	1. a. (LEA) Survey students, regional labor markets, etc., to determine whether existing programs may be expanded or new programs developed to meet the needs of increased enrollment. b. (LEA) Program offerings should be continually evaluated to determine whether they meet the needs of district students.
	2. According to evaluation team ratings, small secondary schools and post-secondary schools ranked higher than did larger secondary schools in serving the needs of occupational education students.		
	3. Most LEA personnel are unaware of the importance of determining unduplicated enrollments. Therefore, it is difficult to determine the total number of students being served.	3. A concerted effort should be made to refine (and simplify) student accounting systems for LEA's.	3. (LEA) Data collection should be coordinated on a regional basis, utilizing computational facilities of the community colleges, universities, or area vocational centers.
	4. The handicapped student has been more successfully identified than the disadvantaged.	4. Continue to improve the present procedures for identifying handicapped students.	4. (LEA) Use all available local resources, including special education staff, elementary staff, guidance personnel, and all other instructional staff, to more clearly identify the handicapped student and the educational techniques available for assisting the handicapped.
	5. Identification of disadvantaged students appears to be generally lacking in the state. Of those schools claiming disadvantaged and handicapped, only 75% were actually identifying disadvantaged and handicapped as stated in their Local Plan. Moreover, of the 1900 school personnel sampled, over 30% were not sure if there were disadvantaged or handicapped in occupational classes.	5. Local districts, in conjunction with other outside agencies, should gather data to aid in the identification of disadvantaged students.	5. a. (LEA) Involve DVTE, Children and Family Services, Illinois Department of Welfare, guidance personnel, teachers, etc., in the early identification of disadvantaged students. b. (DVTE) DVTE should develop materials (brochures, forms, etc.) to aid LEA's in identifying disadvantaged.

CONCLUSIONS AND RECOMMENDATIONS

PROGRAM COMPONENTS	PROFILE CONCLUSIONS	RECOMMENDATIONS	SUGGESTED ACTIONS
STUDENTS SERVED (cont'd)	6. There is little evidence suggesting any concerted effort to offer occupational programs for the college bound.	6. Appropriate secondary programs should be developed for able students who will probably continue their occupational education at the post-secondary level.	6. a. (LEA) Occupational programs should be flexible enough to be challenging for strong academic students. b. (LEA) School personnel, along with all students and their parents, should formulate a long-range career development program. c. (LEA,DVTE,U) Efforts should be increased at state and local levels to publicize occupational programs. d. (DVTE) Programs appropriate for all ability levels should be supported by DVTE. e. (D) DVTE should assume an increasingly active role in coordinating and articulating career education activities with OSPI, with institutions of higher education, with community colleges, and with local educational agencies.
	7. Over 90% of the high schools evaluated indicated one or more career youth organization. Of the students sampled, only 19% indicated that they were a member of a student organization.	7. The organization's objectives and structure should be reviewed and revised in accordance with the specified purposes of the group.	7. a. (LEA) Activities other than participation in youth organizations should be considered for students. b. (LEA,DVTE) Encourage faculty advisors committed to youth organizations to sponsor club activities. c. (DVTE,U) Workshops for youth group advisors should be conducted by DVTE and institutions of higher learning.
	8. In post-secondary institutions, there were few career youth organizations, but the ones in operation seem to be effective.		

APPENDIX A

Selected Examples of Data Collected During the 1971-72 School Year

The personal experiences of the team leaders were combined with data from five sources to compose this report. Data was tabulated and summarized from Local District One and Five Year Plans for the seventy-one evaluated agencies, demographic data questionnaires which were completed by local administrators prior to the evaluations, questionnaires completed by team leaders prior to leaving the evaluation site, preliminary evaluation instruments completed by 6,390 occupational students, 1,327 teachers and coordinators, 276 counselors, and 242 administrators, and the evaluation reports of the seventy-one districts.

The following items with their actual results for the 1971-72 school year are presented to give an overview of the type of data collected. The items are nothing more than examples and are by no means the complete data summary.

Administrative Organization

1. Rating of local board support of occupational education as perceived by staff. (staff questionnaire)

	Total	Tchr.	Couns.	Admin.
High	.39	.38	.39	.46
Average	.52	.52	.52	.48
Low	.09	.10	.09	.06
Number responding:	1819	1310	269	240

2. Rate the working relationship between occupational instructors and administrators in charge of occupational programs. (staff quest.)

	Total	Tchr.	Couns.	Admin.
High	.39	.36	.41	.50
Average	.52	.54	.53	.45
Low	.09	.10	.06	.05
Number responding:	1843	1327	276	240

Personnel

1. Your highest earned degree is (staff quest.)

	Total	Tchr.	Couns.	Admin.
Less than baccalaureate	.04	.06	.00	.00
Baccalaureate	.33	.45	.03	.01
Masters	.54	.45	.82	.73
Advanced Certificate	.07	.04	.14	.16
Doctorate	.02	.01	.01	.10
Number responding:	1872	1353	278	241

Personnel, cont'd.

2. How many years of business or industrial experience have you had? (staff questionnaire)

	Total	Tchr.	Couns.	Admin.
None	.13	.10	.17	.26
Less than one year	.06	.06	.09	.06
1-2 years	.17	.19	.14	.11
2-3 years	.16	.17	.15	.15
More	.48	.49	.45	.46
Number responding:	1835	1337	272	220

3. Rate your instructor's knowledge of required skills for those occupations within the area he/she is teaching: (student quest.)

	Total
High	.62
Average	.28
Below average	.04
I don't know	.06
Number responding:	6390

Objectives

1. Does a set of common objectives exist which applies to all occupational programs? (staff questionnaire)

	Total	Tchr.	Couns.	Admin.
Yes	.56	.54	.56	.67
No	.09	.08	.09	.12
Not sure	.35	.38	.35	.21
Number responding:	1846	1328	278	240

2. Were you involved in planning and/or making changes in your local district plan? (staff questionnaire)

	Total	Tchr.	Couns.	Admin.
Yes	.48	.48	.30	.68
No	.52	.52	.70	.32
Number responding:	1842	1329	272	241

Evaluation

1. Classify your local district's system for evaluation of the total occupational program. (staff questionnaire)

	Total	Tchr.	Couns.	Admin.
Formal	.39	.39	.36	.40
Informal	.61	.61	.64	.60
Number responding:	1763	1261	266	236

Occupational Programs

1. Rate the course you are taking in terms of preparation for an occupation: (student questionnaire)

	Total
High	.49
Average	.43
Low	.08
Number responding:	6367

Resources Utilized

1. What type of advisory committee do you have? (demographic data)

	Total
One for all areas	.59
Separate one for each	.38
Number responding:	51 (districts)

Guidance Services

1. Rate the counselors' awareness of occupational courses and program offerings: (staff questionnaire)

	Total	Tchr.	Couns.	Admin.
High	.40	.28	.78	.59
Average	.46	.54	.22	.35
Low	.14	.18	.00	.06
Number responding:	1835	1320	275	240

2. Rate the information you have received from counselors with regard to your future occupation: (student questionnaire)

	Total
High	.20
Average	.46
Low	.34
Number responding:	6219

Students Served

1. I am a member of an occupational student organization such as FFA, VICA, FHA, etc. (student questionnaire)

	Total
Yes	.19
No	.81
Number responding:	6101